# LEGAL ENGLISH MODULE DESCRIPTION

Legal terminology and legal dismodule forms the basis of the legal English module. These are acquired from examining cases of common law, commercial law and criminal law.

*Table 7: Legal English module*

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| **Title of the module** | Legal English |
| **Module developer** | Shorena Gogiashvili, Sulkhan-Saba Orbeliani University |
| **Credits awarded** | **6 ECTS** (6\*25) = 150 hours |
| **Practical / interactive** | 84 contact hours distributed as follows:   * lectures/seminars: 78 hours * mid-term exam: three hours * final exam: three hours   Independent work: 66 hours. |
| **Entry requirements** | B2 level in General English, according to the Common European Framework of Reference (CEFR). Law is a regulated profession and module content is very specific. A B2 level of General English is necessary to study the module. In instances where students do not have a B2 certificate, the university will organise the B2 level test. |
| **Module objectives** | The main goal of the module is to provide participants with the correct terminology used in the field of law. The module aims to equip students with the relevant vocabulary through the exploration of different topics in constitution, articles, code etc. The focus is on the development of principle skills (reading, writing, listening, speaking) through engaging themes and intensive practice. |
| **Learning outcomes** | On completion of the module, participants have the ability to apply relevant professional terminology in oral and written communication, and are able to select and interpret data. They will have the ability to carry out research and practical projects in the field of law. They can prepare a detailed written report to communicate information orally to their counterparts, express personal opinions, give arguments, make conclusions, and give recommendations using appropriate language.  **Knowledge**  Students:   * Possess knowledge of basic legal English terms and concepts. * Can determine the content of the text of different law topics. * Can review and understand audio and video material on law topics. * Understand the interactions on current and field-related issues. * Can create and describe an analytical paper or a written argument with the help of field terminology and law vocabulary.   **Skills**  Students can:   * Use common law legal English and academic legal English. * Express an opinion on various topics of the field. * Establish communication with the interlocutor, and the audience at an average level of proficiency within the scope of the law. This includes writing, creatively using information and communication technologies. * Prepare relevant information in the field of law and connect it with learned topics. |
| Legal English module plan | | |
| **Week 1**  Lectures and seminars  Six hours | **Introduction to the syllabus**  Career in law lead-in.  **Reading:** A career in law, module description, graduate recruitment programme  **Speaking:** Law firms and modules, learning approaches, presentation.  **Listening:** Law modules, graduate recruitment programme, law in practice  writing: short emails.  **Language use:** Comparative and superlative forms, language focus. |
| **Week 2**  Lectures and seminars  Six hours | **Lead-in contract law**  **Reading:** Contract law, remedies for breach of contract, contract clause.  **Listening:** Asking for clarification when an explanation is given, contract law lecture, condition and warranties.  **Speaking:** Terminology, summarising the lecture.  **Writing:** Text analysis:advice email.  **Case study 1:** Contract law p.118. Task one: speaking, the facts of the case. Task two, writing: pair work to negotiate a settlement. Report the results to the class, based on the relevant documents provided on page 119.  **Language use: language focus on** can, could, may, might. |
| **Week 3**  Lectures and seminars  Six hours | **Tort law**  **Lead-in: the study of law.**  **Reading:** Tort law, case note.  **Key terms:** Reporting procedural history.  **Speaking:** Case discussion, frivolous lawsuits.  **Listening:** Frivolous lawsuits.  **Intellectual property: Introduction to legal English.** |
| **Week 4**  Lectures and seminars  Six hours | **Law in practice**  **Lead-in**  **Reading:** The Kent Law Clinic**,** letter threatening legal action.  **Listening:** Student lawyer, client interview.  **Speaking:** Asking for information, lawyer-client interview.  **Text analysis:** Initial lawyer-client interview**.**  **Key terms:** Defamation.  **Writing:** Reply to a demand letter defending or denying the allegations made.  **Language use / language focus** |
| **Week 5**  Lectures and seminars  Six hours | **Tests based on material covered**  **Criminal law**  **The study of law**  **Lead-in**  **Reading:** Criminal law  **Language use:** passive construction, talking about cause and effect.  **Key terms:** Punishments**.**  **Listening:** White collar crime in the 21st century.  **Speaking:** White collar crime. |
| **Week 6**  Lectures and seminars  Six hours | **Criminal law**  **Reading:** White Collar Crime: Insider Dealing and Market Abuse  **Law in practice**  **Lead-in**  **Key terms:** Identity theft.  **Listening:** Podcasts.  **Speaking:** Short presentation.  **Role play:** Advising a client.  **Writing:** A letter of advice.  **Language use:** Giving advice and expressing obligation.  **Language focus** |
| **Week 7**  Lectures and seminars  Six hours | **Company law**  **The study of law**  **Lead-in**  **Reading:** Company law, module in company law.  **Key terms:** Who does what in company law.  **Listening:** Lecture on company law.  **Speaking:** Lawyer-client interview role play.  **Language use:** Discussing advantages and disadvantages. |
| **Week 8**  Lectures and seminars  Six hours | **Lead-In**  **Reading:** Breach of Companies Act 2006.  **Listening:** Director’s meeting.  **Key Terms:** Public relations.  **Text analysis:** Reading a statute.  **Speaking:** Lawyer-client interview role play.  **Case study 2:** Company law p.120. The facts of the case, speaking, writing. The relevant legal documents are provided on p.121.  **Language focus**  **Presentation:** Based on material covered.  **Assessment:** Presentation component. Maximum score: 5 points. |
| **Weeks 8-9**  Mid-term exam | **Assessment: Mid-term exam** Maximum score: 30 points.  Exam includes material covered during weeks one to seven. |
| **Week 10**  Lectures and seminars  Six hours | **Commercial law**  **The study of law**  **Lead-in**  **Reading:** Commercial law**,** commercial law internship, role of commercial agents.  **Key terms:** Fields, institutions and concepts in commercial law.  **Listening:** Profile of a commercial lawyer.  **Language use:** Adverb functions.  **Speaking:** Internships.  **Text analysis:** Letter of application for an internship.  **Writing:** Letter of application. |
| **Week 11**  Lectures and seminars  Six hours | **Reading:** Commercial agency contract; The Commercial Agents [Council Directives] Regulations 1993.  **Listening:** Meeting with corporate counsel.  **Role play:** Discussing opinions.  **Writing:** Summary.  **Language focus** |
| **Week 12**  Lectures and seminars  Six hours | **The study of law**  **Lead-in**  **Real property**  **Reading:** Real property law, real property investment law, draft tenancy agreement.  **Key terms:** Instruments and people in real property law, buying real property, conveyancing.  **Language use:** Forming adjectives with negative prefixes, formal/informal style: synonyms.  **Listening:** Property law presentation, telephone enquiry, buy-to-let.  **Speaking:** Giving emphasis to an important point,using English on the phone***.***  **Writing:** Follow-up emails. |
| **Week 13**  Lectures and seminars  Six hours | **Litigation and arbitration**  **Law in practice**  **Lead-In**  **Reading:** Litigation and arbitration, letters of invitation, avoiding litigation, cost of litigation**,** letter before action.  **Key terms:** Parties and phases in litigation and arbitration.  **Listening:** Q&A session, lawyer-client interview.  **Speaking:** Talk on litigation/arbitration, lawyer-client interview.  **Writing:** Responding to a Letter Before Action.  **Case study 3:** Litigation and arbitration, an employment law case.  The facts of the case.  **Language use**: Future forms, formality in in legal correspondence, establishing the facts. |
| **Week 14**  Lectures and seminars  Six hours | **Law in practice**  **Lead-in**  **International Law**  **Reading:** International law, developments in EU law, US patent laws;,Microsoft v. AT&T.  **Key terms**: Prepositions and prefixes; legal instruments.  **Listening:** CPD seminar on labour law, multiple jurisdictions.  **Speaking**: Debates.  **Role play:** Explaining legal terms to non-lawyers.  **Language use**: Explaining legal terms to non-lawyers.  **Writing:** Follow-up letter. |
| **Week 15**  Lectures and seminars  Six hours | **Comparative law**  **Lead-In**  **Reading**: Comparative law, module reader, asset protection.  **Key terms**: Expressions used in comparative law.  **Language use:** Explaining, comparing and contrasting.  **Listening:** Legal translation, in-company module.  **Language skills**: Finding and choosing legal terms.  **Speaking:** Describing, comparing and contrasting, advising on asset protection.  **Writing:** Letter summarising options.  **Movie time:** 12 Angry Men (1957 film). Watch the film and have a discussion on how just one person can change man's destiny. |
| **Weeks 16-17**  Exam  Three hours | **Assessment: Final exam**  Maximum score: 30 points.  Exam includes material covered throughout the semester. |
| **Week 18**  Three hours | **Assessment: Additional final written/oral Exam**  Maximum score: 30 points.  The additional final written/oral exam will be assigned five days after the results of the final exam are released. |
| Requirements for awarding credits (the assignments listed and the percentage for each assignment) | |  |  | | --- | --- | | **Positive evaluation** | | | A - Excellent | Maximum score: 91-100 points | | B - Very good | Maximum score: 81-90 points | | C - Good | Maximum score: 71-80 points | | D - Satisfactory | Maximum score: 61-70 points | | E - Sufficient | Maximum score 51-60 points | | **Negative evaluation** | | | FX - Unsatisfactory | 41-50 points  Students need a higher score to pass an examination and is given the opportunity to take an additional examination with independent study. The final exam will be assigned five days after the results of the final exam are released. | | F - Failure | 40 points and under  Students need to take the module again if they want to pass it. | |
| Assessment forms and components | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **N** | **Assessment methods and components** | **Number** | **Maximum assessment of each** | **Maximum points** | | **1** | Mid-term assessment, including: |  |  | **70 points** | | 1.1 | Practical/interactive lecture | 12 | **2.5** | 30 | | 1.2 | Presentation | 2 | **5** | 10 | | 1.3 | Mid-term written/oral exam | 1 | **30** | 30 | | **2** | Final assessment |  |  | **30 points** | | 2.1. | Final written/oral exam | 1 | **30** | 30 | | **Total** | | | | **100 points** | |
| Compulsory reading | * Amy Krois-Linder, Matt Firth, TransLegal- Introduction to International Legal English -Cambridge University Press, NY, 2008, with audio cds. * MARTA CHROMÁ, INTRODUCTION TO LEGAL ENGLISH, 2020 Volume1,2 Univerzita Karlova,2020 * Catherine Mason, 20 REAL CASES FROM THE COMMON LAW COURTS A Reading Comprehension Workbook in Real Legal English for International Lawyers and Law Students. GLOBAL LEGAL ENGLISH LIMITED, ENGLAND * Catherine Mason and Natalie Canham ADVANCED LEGAL ENGLISH 2021 © Global Legal English |
| Online sources | * <https://www.independent.co.uk/news/uk/home-news/no-angry-men-first-trial-without-jury-begins-1866124.html> * <https://www.theguardian.com/commentisfree/libertycentral/2009/jan/14/human-rights-act> * <https://ukconstitutionallaw.org/2011/04/18/the-uk-bill-of-rights-commission/> * <https://www.lawsociety.org.uk/> * <https://www.nytimes.com/2011/04/27/world/europe/27britain.html> * <http://www.lawcentres.org.uk/> * <https://www.barcouncil.org.uk/> * <http://www.nationalparalegals.co.uk/> * <https://www.americanbar.org/> * [www.informationcommissioner.gov.uk](http://www.informationcommissioner.gov.uk/) * [www.family-solicitors.co.uk](http://www.family-solicitors.co.uk/) * [www.interactive-law.co.uk](http://www.interactive-law.co.uk/) * [www.law.ed.ac.uk](http://www.law.ed.ac.uk/) * [www.citizensadvice.org.uk](http://www.citizensadvice.org.uk/) * [www.uklegal.com](http://www.uklegal.com/) * [www.compactlaw.co.uk](http://www.compactlaw.co.uk/) * [www.lawontheweb.co.uk](http://www.lawontheweb.co.uk/) * [www.legalservices.gov.uk](http://www.legalservices.gov.uk/) * [www.media-solicitors.co.uk](http://www.media-solicitors.co.uk/) * [www.unhchr.ch](http://www.unhchr.ch/) (very useful if you want to know more about the United Nations and human rights)   [www.bench-marks.org](http://www.bench-marks.org/) |
| Teaching/ learning approaches | Content based instruction and task-based learning: court sessions, interviews, drafting of agreements, negotiating responses to legal documents. |

## Assessment: Mid-term and final written/oral exam

The mid-term written/oral exam is conducted on during the eighth or ninth week and includes the studied material. The maximum score achievable for a mid-term written/oral exam is 30. The minimum competence limit in each component of the mid-term written/oral exam is 30%.

**The mid-term and final written/oral exam consists of five parts:**

Listening: 5 points

Writing: 5 points

Grammar/vocabulary: 5 points

Speaking: 10 points

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| **Learning outcomes: assessment for students’ achievement level** |
| Students’ learning is assessed by a 100-point system. It encompasses the mid-term assessment (maximum 70 points) and the final exam (maximum 30 points), the sum of which amounts to the final assessment (maximum 100 points).  The mid-term assessment of the student’s learning is composed of the following components: an interactive lecture/assignment, presentation, and mid-term written/oral exam. Each component of the mid-term assessment of the student’s achievements of the learning outcomes has its share in the 70 points within the mid-term assessment system. The minimum competency level corresponds to 30%.  A component of the final assessment is the final written/oral examination. The final written exam is mandatory. Only those students who meet the requirements of minimum competence grade, which is 21 points at the mid-term assessment, will be able to take the final exam. The minimum competency score for the final exam is 30% of the maximum grade (30 points. The final exam is referred to as passed, if the student accumulates a minimum of 10 points on the final written exam.  The learning module is considered as passed, if the student accumulates a minimum of 51 points in compliance with the mid-term and final assessment (30 points) rules. Credit (ECTS) is granted to the student in the case of receiving one of the positive assessments stipulated by the legislation. |

## Performance levels in writing

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| **Points** | **Assessment criteria for written (practical) assignment** |
| **5** | The task of the assignment is adequately understood. The exercise is performed without errors. The content answers the title. One or two minor spelling errors are allowed. The structure of the written work is followed. Thoughts are coherent and the learned terminology/vocabulary items are used correctly. Logical order is preserved. The sentences are grammatically correct. One or two minor grammatical errors are allowed. The paper is properly formatted. The culture of writing is preserved. |
| **4** | The task of the assignment is adequately understood. The exercise is performed according to the task with particular flaws. There are three or four spelling mistakes. The structure of the paper is mostly preserved. Thoughts are coherent and the learned terminology/vocabulary items are correctly used. A logical sequence is mostly preserved. The sentences are mostly grammatically correct. There are three or four minor grammatical errors, which do not interfere with the understanding of the text. The paper is properly formatted, and the writing culture is preserved. |
| **3** | The task of the assignment is adequately understood. The exercise is performed in accordance with the assignment, but there are significant flaws. The content answers the title. There are five or six minor spelling errors. In some cases, the structure of the paper is not preserved. The student uses relatively simple terminology/lexical items. Sometimes the logical sequence is broken. There are five or six grammatical errors. There are errors in the design of the paper, and the culture of writing is not followed. |
| **2** | The task of the assignment is adequately understood and the exercise is completed, but the content only partially answers the title. There are seven or eight minor spelling mistakes. The structure of the paper is not preserved. The student cannot use the learned terminology/lexical items. The logical sequence is broken. There are seven or eight grammatical errors. The paper is not properly formatted. |
| **1** | The task of the assignment is not adequately understood. The exercise has been performed, but the content does not respond to the title. There are more than nine spelling mistakes. The structure of the paper is not preserved. The student cannot use the learned vocabulary items. The logical sequence is broken. The sentences are grammatically incorrect; more than nine grammatical errors have been made. The paper is not properly formatted. |
| **0** | The student has not adequately understood the terms of the assignment, or the task has not been completed. |

## Performance levels in speaking

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| **Points** | **Assessment criteria for speaking** |
| **9-10** | The student's interaction is completely effective. He/she freely asks and answers questions, and if necessary, starts the conversation himself/herself. The student Is excellent at using appropriate strategies to complete the task.  The student has sufficient vocabulary and grammar, using the module content to convey the meaning intelligibly. Rare and minor errors do not significantly hinder communication.  The student's pronunciation, sounds, stresses, intonations, and rhythm are level-appropriate, easy to understand and natural. The meaning is completely clear and understandable. |
| **7-8** | The student's interaction is quite effective. He/she freely asks and answers simple questions, and if necessary, starts the conversation himself/herself. The student uses appropriate strategies quite effectively to cope with the task.  The student possesses sufficient lexical and grammatical resources corresponding to the module content to convey the meaning intelligibly. Rare and minor errors do not hinder communication.  The student's pronunciation, sounds, stresses, intonations and rhythm are easy to understand and natural. The meaning is quite clear and understandable. |
| **5-6** | The student's interaction is mostly effective. He/she freely asks and answers simple questions, and if necessary, starts the conversation himself/herself. Most of the time, the student effectively uses appropriate strategies to cope with the task.  The student mostly possesses enough vocabulary based on the module materials to convey the meaning intelligibly. An insignificant number of errors does not hinder communication.  The student's pronunciation, sounds, stresses, intonations and rhythm are mostly understandable. The meaning is mostly clear and understandable |
| **3-4** | The student's interaction is effective. The student asks and answers simple questions, and if necessary, starts the conversation himself/herself. The student uses appropriate strategies to adequately cope with the task.  The student partially possesses the vocabulary based on the module content to convey the meaning intelligibly. Errors hinder communication.  The student's pronunciation, sounds, stresses, intonations and rhythm are partially understandable. The meaning is partially clear and understandable. |
| **1-2** | The student's interaction is satisfactory. The student asks and answers simple questions more or less satisfactorily but does not show desire and readiness to start a conversation. The student more or less copes with the task.  The student possesses a limited vocabulary and grammar corresponding to the module theme to convey the meaning intelligibly. Errors significantly hinder communication.  The student's pronunciation, sounds, stresses, intonations and rhythm interfere with understanding. The meaning is not clear and understandable. |
| **0** | The student cannot or does not show the desire to communicate. He/she does not answer questions, and cannot cope with the task. |